DOCUMENT RESUME

ED 214 724 RC 013 269

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TITLE Migrant Education: An Annotated Bibliography.
INSTITUTION International Reading Association, Newark, Del.
PUB DATE 82
NOTE 66p.
AVAILABLE FROM International Reading Assoc., 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 ($2.50).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; Bilingualism; Elementary Secondary Education; Grants; Hearings; Instructional Materials; Legislation; *Life Style; *Migrant Children; *Migrant Education; Migrant Problems; *Migrant Programs; Needs Assessment; Program Evaluation; Self Concept; Student Mobility; Student Motivation; *Student Needs; Teacher Attitudes; Teaching Methods
IDENTIFIERS Migrant Student Record Transfer System

ABSTRACT

Materials selected for inclusion in the annotated bibliography of 139 publications from 1970 to 1980 give a general understanding of the lives of migrant children, their educational needs and problems, and various attempts made to meet those needs. The bibliography, a valuable tool for researchers and teachers in migrant education, includes books, dissertations, articles, conference papers and government documents divided into five major categories: General Information, Characteristics of Migrant Children, Education of Migrant Children, Education Programs for Migrant Children, and Bibliographies. General Information deals with lifestyle, family unit, social and personal attitudes, and seasonal farm structure. Materials in Characteristics of Migrant Children cover self-concept, motivation, and mobility. Education of Migrant Children includes materials on needs and needs assessment, teaching methods and materials, bilingualism, Migrant Student Record Transfer System (MSRTS), and teacher attitudes. Education Programs for Migrant Children includes reports and evaluation, legislation and hearings, descriptions and grants. The final section cites four bibliographies. (LC)

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MIGRANT EDUCATION
An Annotated Bibliography

Compiled by
Barbara C. Palmer

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Migrant Education

An Annotated Bibliography

Compiled by
Barbara C. Palmer
Florida State University
for the
IRA Migratory Children and Reading Committee

1982

Published by the
INTERNATIONAL READING ASSOCIATION
800 Barksdale Road Newark, Delaware 19711

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Library of Congress Cataloging in Publication Data
Main entry under title:

Migrant education.

(IRA annotated bibliography series)
1. Children of migrant laborers—Education —United States—Abstracts. 2. Children of migrant laborers—United States—Psychology —Abstracts. I. Palmer, Barbara C. II. IRA Migratory Children and Reading Committee. III. Series.
LC5151.M49 016.371'96'75 81-15614
ISBN 0-87207-337-8

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Introduction

Problems of mobility, poverty, school curriculum, and self-concept make educating the migrant a difficult task. A great deal of quantitative research has been compiled on the problems of educating the migrant child. Federal and state monies have allowed migrant programs to expand while computer systems have made it easier to transfer school records.

Even though millions of dollars are spent on migrant education each year, problems still persist. The contributors hope that this volume will provide researchers and teachers with insight as to what has been written recently on improving migrant education as well as provide a review of recent literature on the migrant child's educational needs, problems, and solutions.

The materials selected for inclusion in the bibliography represent publications from 1970 to 1980. Materials published prior to 1970 were not included because these materials have been included in earlier bibliographies. Exceptions were made for materials not found in earlier bibliographies.

In selecting materials for this compilation, the contributors referred to bibliographies, journals, and professionals in the field. The materials were examined and annotated without evaluating the work of authors.

The books, dissertations, articles, conference papers, and government documents contained within the bibliography were placed in five major categories: General Information, Characteristics of Migrant Children, Education of Migrant Children, Education Programs for Migrant Children, and Bibliographies.

This compilation of 139 annotations is not all inclusive. It is however, a valuable tool for researchers and teachers in the field of migrant education and should provide a general understanding of

the lives of migrant children and their educational needs and problems, as well as the various attempts that have been made to meet those needs.

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General Information

1. Cavanaugh, David N., et al. *Migrant Child Welfare—Executive Summary: A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who are In-Stream, Home Based, or Settled Out.* Rosslyn, Virginia: Inter-American Research Associates, June 1977.

   The purpose of this study was to determine the nature and extent of child welfare services for migrant children and to explore possible avenues for improvement or expansion of these services. The study was carried out through the use of mail and personal interviews with state and local officials and service providers, interviews with migrant families, and questionnaires mailed to training institutions. It was found that, although targeted programs to aid migrant families are beneficial, needs still are not being met. Recommendations were made concerning the need for recognition of migrants' special needs interfaced with federal, state, and local government responsibilities.

2. Coles, Robert. *Children of Crises.* Boston: Little, Brown, 1977.

   The five volumes in this series are: *A Study of Courage and Fear; Migrants, Sharecroppers, Mountaineers; The South Goes North; Eskimos, Chicanos, Indians;* and *Privileged Ones: The Well-Off and the Rich in America.* In this series, the author portrays the children of the nation's poor (blacks, whites, Indians, Chicanos, and Eskimos) and its ordinary working people (teachers, police-personnel, government officials, factory workers, and farmers). All types of children are covered in the first four volumes except for the wealthy, who are covered in volume five: *The Privileged Ones.*

   The author concerns himself with matters of the mind and heart as well as the soul and spirit of the hard-pressed people. Personal accounts of the daily lives of migrant children are portrayed.

3. Coles, Robert. *Uprooted Children: The Early Life of Migrant Farm Workers*. Pittsburgh: The University of Pittsburgh Press, 1970.

This book draws upon ten years of observations of and taped interviews with migrant workers. The format includes many direct quotations from underprivileged families, interspersed with evaluative comments by the author. The dominant themes are the despair of the migrant parents and their desire for a better life for their children. The book concludes with a plea for the recognition of the plight of migrant agricultural workers and their children.

In the foreword of the book, Walter Mondale contends that few studies tell this story with the same intensity. His hope is that studies like this one will help to bring about the necessary legislative recommendations to alleviate the misery that migrant children are confronted with daily.

4. Coles, Robert. "What Migrant Farm Children Learn," *Saturday Review*, 73-74 (May 1965), 88-89.

In this article, Robert Coles, a research psychiatrist with the Harvard University Health Services, shares observations and conclusions based on a two-year study of migrant children, their parents, and teachers. The study was made possible through a grant to Harvard University by the New World Foundation.

Included in the article are drawings by a migrant child, complete with interpretations. The author believes these to be representative of the manner in which many migrant farm children learn. A description of migrant farm children unfolds as the author tells about several of his personal experiences while engaged in the study.

Coles concludes that the education of migrant children poses a unique educational problem in that the development of special materials is needed. The Springboard program developed by Kavadlo is one example of a program making use of special materials for migrant education.

5. Collier, Arthur J. "A Comparison of Farm Workers and Social Planners and of Different Types of Farm Workers in Matters of Education and of Present Life Circumstances," doctoral dissertation, Florida State University, 1974.

This study examines some of the perceptions of 60 black agricultural farm workers from four different housing areas and 60 social planners from public and private agencies in South Florida.

An interview was held with a selected group of farm workers and social planners. Information gathered included the characteristics of farm workers, their aspirations for their children, and their perceptions of life's circumstances.

Results showed 1) farm workers are not a homogeneous group of people; 2) social planners do not necessarily understand their client population; 3) farm workers do have a broad range of educational and occupational aspirations for their children; and 4) farm workers' values differ from those of middle-class social planners.

The researcher concludes that social planners must surrender their stereotype thinking while dealing with farm workers.

6. Friedland, William, and Dorothy Nelkin. *Migrant Agricultural Workers in America's North East*. New York: Holt, Rinehart and Winston, 1971.

This study examines the poverty and hopelessness which characterize the essential elements of the nation's work force, i.e. migrant agricultural workers.

During the summers of 1966-1968 sixteen individuals became migrants to provide firsthand insight into the life of migrant workers. Taped diaries were kept. This study is based on excerpts from the field diaries.

The study is organized into three parts: Part I. Recruitment and the Trip North, the Physical Setting, the Crew Leader System, and the Organization of the Work; Part II. Organization of Life (Personal Habits, Interpersonal Relations, Work Attitudes, and Behavior); Part III. Material on the Potential for Social Change and Migrant Children.

7. Garofalo, V. J. "For Children to Learn and Stuff Like That: A Study of Fifteen Migrant Children in Upstate New York During the Summer of 1968," doctoral dissertation, Syracuse University, 1970.

This study focused on a group of fifteen migrant children in upstate New York during the summer of 1968. The following points were considered: perceptions and attitudes of parents/guardians of migrant children enrolled in a special summer migrant school; the terms in which teachers perceived migrant children; migrant children's perceptions of their peer status in and out of school; and migrant children's attitudes toward school.

Data collection included interview techniques with parents, teacher questionnaires, classroom observations, a

variety of instruments, taped interviews with children, and more classroom observations.

Among the overall conclusions were: parents of migrant children appeared to have the same attitudes and actions toward education as parents of urban and rural nonordinary children; working in the fields or caring for younger children took priority over an education program; the majority of school personnel appeared insensitive to the children's feelings in general and to the academic/emotional needs of the children in particular. The migrant children in this study performed below their age group academically on standardized measures.

8. Hathway, Marion. *The Migratory Worker and Family Life*. New York: Arno Press and the *New York Times*, 1972.

This study examines the seasonal nature of important industries of the Pacific Coast Region and its relation to problems confronting social agencies of the three states. Migratory workers who have been able to maintain something resembling a stable family life within the instability of their employment are investigated in the hope that the effects of seasonal and casual employment upon the family life of the workers will be revealed.

One hundred families were interviewed. Information concerning labor recruiting methods was obtained from questionnaires from the U.S. Employment Office and Chambers of Commerce and by interviews with employers and migrant workers.

The study showed that migrant families are making new adjustments to the demands of irregular transitory employment. However, the study also indicated that lowered standards of living, inadequate housing, and limited industrial opportunity all had an injurious effect upon the children's education.

The researcher concludes that if family migration is to be viewed as an essential element in the industrial organization of the state, then the state has a heavy burden of responsibility for safeguarding family standards.

9. Jassoy, Mary E. "Migrant Children: We Can Teach Them," in Leonard Courtney (Ed.), *Reading Interaction: the Teacher, the Pupil, the Materials*. Newark, Delaware: International Reading Association, 1976, 67-74.

The author paints a vivid picture of migrant lifestyle in Florida and comments upon the educational needs of the migrant child. As a result of federal funding, a program to meet those needs was adopted—the Criterion Reading Program designed to provide continuing and sequential instruction. Criterion skill "numbers," indicating level of achievement, provide a simple way to transfer information via the Migrant Data Bank which

can supply the information when needed, thus securing continuity of instruction. A language arts tutorial program was created to supplement the reading program which achieved mastery, but not always retention and transfer of skills. This program, compensatory by nature, provided for indepth training of tutors who worked with no more than three children at any given time. The author describes the many innovative games and activities created by the tutors and attests to the enthusiasm and responsiveness of the pupils. Although no statistical data are given, the writer feels that ultimately the program will prove itself when, because of their educational training, pupil participants can make career choices other than that of migrant worker.

10. Morain, Lloyd. *The Human Cougar*. Buffalo, New York: Prometheus Books, 1976.
The author compares the life of a migrant worker to the life of a cougar. Included are the views of five "cougars" who share their lives and outlooks. Social issues discussed are work habits, family life, social and personal attitudes, and the roaming life.

11. Nelkin, Dorothy. *On the Season: Aspects of the Migrant Labor System*. Ithaca, New York: Cornell University Press, 1970.
This work uses the research conducted by William Friedland (see *Migrant Agricultural Workers in America's North East*) as a vehicle to teach sociology by involving students in empirical research on a social problem. The essays within draw upon the two surveys and the interviews with persons in administration, teaching, and social service positions. The work is divided into three parts: Employment Practices, Lifestyle in a Migrant Labor Camp, and the Invisibility of Migrants and Others.

12. Norquest, Carrol. *Rio Grande Wetbacks: Mexican Migrant Workers*. Albuquerque: University of New Mexico Press, 1972.
This work contains true stories about Mexican "wetbacks." The portrayal of life in South Texas includes authentic views of family life, the culture, the border police, life for the women, and the move from wetback to migrant.

13. Porteous, Sandra McClure. *A State of the Field Study of Child Welfare Services for Migrant Children and Their Families Who Are In-Stream Home-Based, or Settled-Out*. Washington, D.C.: InterAmerica Research Associates, Office of Child Development, March 1977.
This review of the literature synthesizes all available materials on issues affecting migrant child welfare. Each chapter discusses

the importance of a particular service area, assesses the migrant child's needs in that area, describes existing barriers to service delivery, and presents a history and the current status of legislation and programs affecting the services. Services are in the areas of physiological and environmental health, education, day care, child abuse and neglect, and legal aid. These include services directed specifically to migrant children as a unique population. Topics are listed in the document. A bibliography of materials collected is included.

14. Taylor, Ronald B. *Sweatshops in the Sun: Child Labor on the Farms*. San Francisco: Earthwork, 1973.

The author explores the exploitation and maltreatment of migrant children. The seasonal farm structure is discussed in terms of where the migrant adults and children fit into the system. The emphasis is on the people—what they do, their feelings, their lives. Child labor practices in California, Florida, and Texas are compared.

Characteristics of Migrant Children

15. Baruffi, G. "The Effect of Two Types of Summer School Intervention on Self-Concept and Academic Achievement of Children of Seasonal and Migrant Workers," doctoral dissertation, University of Maryland, 1970.

The purpose of this study was to determine whether there would be changes in children's self-concept and academic achievement that can be shown to have a relationship to the fact that teachers were given sensitizing experiences based on the Child Study Program of Sensitizing Experiences.

A group of 38 children of seasonal and migrant workers was divided into groups of 20 and 18. Measurement instruments included the Pictorial Self-Concept Scale for Children and the Wide Range Achievement Test.

Results indicated that the children in the experimental group made significant changes in the self-development area of self-concept. Also, the children in the comparison group showed more defensiveness in the total self-concept area and in all of the subordinate areas of self-concept than did the children in the experimental group.

16. Cicirelli, Victor G. "Relationship of Socioeconomic Status and Ethnicity to Primary Grade Children's Self-Concept," *Psychology in the Schools*, 2 (April 1977), 213-215.

The effects of socioeconomic status and ethnicity on primary grade children were examined in order to determine reasons for low and high self-concepts. The Purdue Self-Concept Scale was the instrument used for measurement.

It was found that self-concept declined with grade level, and scores of blacks tended to be higher than those of whites. Detailed examinations of the scores of black second grade children indicated that the higher scores of the blacks were due to high scores of those having welfare status. Possible explana-

tions considered were low expectations resulting from socio-economic status and ethnic segregations, the effect of the "Black Pride" movement, and defensiveness.

17. Eiszler, C.F. *Self-Concept, Attitude toward School, and Reading Achievement: A Study of Michigan Migrant Education Summer School Programs.* Mt. Pleasant: Central Michigan Migrant Education Center, 1972.

The primary purpose of this study was to examine, at a statewide level, the extent to which general educational objectives of the Michigan Migrant Education programs were being attained. Focus was on 1) determining pupil change in self-concept, attitude toward school, and reading achievement and 2) determining aspects of classrooms which were effective in promoting change in pupil characteristics.

Results of the study showed no evidence that levels of performance on measures of self-esteem, attitude toward school, or reading achievement were associated with length of time spent in the program. Further, no special effects related to level of self-concept concern or performance change were noted for any of the variables.

The study concluded with several program modification recommendations.

18. Flynn, Timothy. "Personality Factors Related to Intellectual Achievement in Migrant Preschool Children," paper presented at the Biennial Meeting of the Society for Research in Child Development, Denver, Colorado, April 10-13, 1975.

This paper explores the roles personality variables play in the preschool child's readiness for school. Seven characteristics were examined: 1) delay of gratification, 2) relationship with achievement model, 3) dependency, 4) motor inhibition, 5) self-control, 6) self-concept, and 7) risk taking. The author describes the research of others that he used as a basis for the seven variables. His own study consisted of 195 children between three and four years of age who attended a compensatory education program for children of migrant workers in South Florida.

Results indicated that self-concept accounted for a significant percentage of achievement variance for both girls and boys. Self-control, delay of gratification, and motor inhibition accounted for a significant percentage of variance for the boys but not for the girls. Risk taking was related to school readiness for the girls but not for the boys. The author concludes that in planning educational programs for the migrant child, specific

sex differences should be incorporated into the program because personality variables may affect future academic achievement.

19. Gecas, Viktor. "Self-Conceptions of Migrant and Settled Mexican-Americans," *Social Science Quarterly*, 54 (1973), 579-595.

The purpose of this study was to explore the self-concepts of poor, rural migrants, and settled Mexican-Americans in terms of their identity patterns and self-evaluation. The study involves interviews with 85 Mexican-American families in the Yakima Valley of Washington. The sample consisted of transient and settled migrants.

The measurement instrument used was the Twenty Statements Test (TST), which was divided into seven major categories: ascribed characteristics, roles and memberships, abstract identifications, interests and activities, material references, senses of self, and personal characteristics.

The findings indicated that migrants had a more positive and, in general, a more favorable view of themselves than did the settled Mexican-Americans.

20. Green, J.F., and P.A. Zirkey. *The Influence of Language and Ethnicity on Measurement of Self-Concept of Spanish Speaking Migrant Pupils*. Geneseo: State University of New York, 1973.

The purpose of this study was to determine the effects of examiner variables such as language, ethnicity, and sex in the measurement of the self-concept of Spanish speaking migrant pupils.

The 169 Spanish speaking migrant pupils, aged 10-12, in the Migratory Children Summer Program came from Connecticut and New York. Measurement instruments included the Coppersmith Self-Esteem Inventory and the Oral Vocabulary Subtest of the Inter-American Test of General Ability.

The results stressed the importance of the cultural-linguistic factors. The authors recommended that contextual consonance be provided and that caution be exercised when using self-report instruments to be sure that the language difficulty level is commensurate with the proficiency level of the pupils.

21. Henzlik, Wilma Louise. "A Comparison of Migrant and Ex-Migrant Mexican-American Children on Laws of Control, Intelligence Test Performance, Self-Concept, and Personality," doctoral dissertation, Purdue University, 1974.

The objective of this study was to investigate differences between migrant children entering Indiana on a temporary basis with their parents who perform seasonal agricultural work and those settled ex-migrant children whose families have been permanent residents of Indiana for two or more years.

A group of 376 Mexican-American children, ages 8-14, were tested in 25 Indiana schools. Test instruments included Bialer Children's Locus of Control Scale, Davidson-Long Checklist of Trait Names, and the IPAT Cultural Fair Test of Intelligence.

The study found that 1) personality factors which contributed most strongly to interpersonality in migrant children differ from those of settled children, indicating a potential source of frustration in the newly settled individuals; and 2) settled children's IQ scores were significantly higher than migrants' scores.

The author recommends that teachers provide informal exercises in test taking, including timed exercises, and that an "acculturation index" be taken into account for children of Mexican-American heritage.

22. Johnson, Arthur. "Reading Achievement of Florida Migrant Children with Differing Levels of Self-Concept," *Reading Improvement*, 16 (Fall 1979), 198-202.

The purpose of this study was to determine whether there was a difference in the reading achievement of migrant children with differing levels of self-concept. The subjects were 176 migrants in second through fifth grades. Test instruments included the CTBS reading subtests and the Piers-Harris Children's Self-Concept Scale.

Results showed a significant difference in the means of the reading achievement scores assigned to the student's corresponding quartile level of self-concept. Also, the reading achievement mean value in the upper self-concept quartile was significantly higher than reading achievement means of the lower middle and upper middle. No difference was found between the reading achievement values of the latter groups.

The researcher concluded that migrant children with high self-concept have higher reading achievement and that migrant children have lower self-concept than nonmigrant children.

23. Mangano, James, and Richard Towne. *Improving Migrant Students' Academic Achievement through Self-Concept Enhancement*. Geneseo: State University of New York, 1970.

The purpose of this study was to investigate whether the modification of migrant parents' behavior in accordance with social-

psychological principles would lead to better academic achievement by their children.

The subjects were 21 children of Puerto Rican descent. Measurement instruments included a Spanish translation of the Michigan State General Self-Concept Scale and the reading and mathematics subtests of the Metropolitan Achievement Test.

The results indicated that the self-concept of ability increased significantly for the experimental group. It was also found that the academic achievement of the experimental group increased significantly over the treatment period.

24. Ott, E. "Bridging the Cultural Gap," in S. Sunderlin (Ed.), *Migrant Children: Their Education*. Washington, D.C.: Association for Childhood Education International, 1971.

This article identifies four areas to be considered in developing educational programs for the migrant child: security, belonging, self-esteem, and competence. Information for the practitioner is provided on how to structure a nonthreatening learning environment and thus give students a sense of security; provide experiences relevant to the children's culture and language and thus give children a sense of belonging; increase students' self-esteem; and provide success experiences to improve students' competence in language and computational skills, reasoning, hypothesizing, conceptualizing, and synthesizing.

The author concludes that providing learning experiences incorporating these elements will better equip these children to fully develop their potential.

25. Provinzano, James. *Settling Out and Settling In*. Washington, D.C.: Senate Subcommittee on Intergovernmental Relations, November 1974.

Socioeconomic characteristics of settled-out Mexican-American migrant farmworkers who were in the South Texas based midwestern migrant stream were examined. Twenty-seven subjects were located by chain identification. These settled-out families had: fewer children, greater facility in English, more formal education (including more high school diplomas), substantially greater income without child labor, and the willingness to sever supporting ties of kinship and friendship with other Chicanos.

Eleven Chicano adolescents were interviewed to determine whether submergence of ethnicity was necessary for comfortable adaptation to an Anglo sociocultural context or whether any anti-Mexican prejudice was encountered in the community. These generalizations emerged: the adolescents expressed little

feeling of pride in or knowledge of La Raza (that is, Mexicanness); they seemed to be aware of discrimination on a subtle level, but attributed it to the individual's idiosyncrasies rather than to a group trait of Anglos.

26. Soares, A.T., and L.M. Soares. "Self-Perceptions of Culturally Disadvantaged Children," *American Educational Research Journal*, 6 (1969), 31-43.

The purpose of this study was to determine the direction and intensity of self-perceptions of disadvantaged children as compared with children who are not disadvantaged. The subjects were 514 students from grades four through eight. Self-perceptions of students were ascertained using a variant of a measuring device used by the authors in previous research. Twenty pairs of bipolar traits expressed in sentence form were used to determine subject ratings on five different measures of self-perception: self-concept, ideal concept, reflected self—classmates (how subjects think their classmates view them), reflected self—teachers, and reflected self—parents.

Results indicated that the disadvantaged group not only had positive self-perceptions but also had higher self-perceptions than the advantaged group. The authors state that one possible explanation is that both groups were attending neighborhood schools and, therefore, were isolated from each other. They conclude that, despite their handicap, disadvantaged children do not necessarily suffer from lower self-esteem and a lower sense of personal worth.

27. MACRO Educational Associates. *Teacher Resource Guide for the Development of Positive Self-Concept in Migrant Children*. Buffalo, New York: Migrant Center, State University of New York at Geneseo, June 1974.

This resource guide brings together some materials, methods, research studies, and other relevant items pertaining to the development of positive self-concepts in migrant children of preschool and primary school ages. Included is a review of research dealing with the development of self-concept; the migrant child's strengths; the transiency of the migrant experience, family cohesion, and perceptions of school.

Illustrative behavioral objectives aimed at developing positive self-concepts, for both pupils and teachers, are important topics of discussion in this guide.

28. Reyes, Manuel C. *The Migrant Child*. Indio, California: Office of Migrant Education, 1977.

The author defines a migrant child as "one who has moved with his family from one school district to another during the preceding twelve months so that parent or other immediate family member might secure employment in agriculture or fishery activity."

The work includes the problems surrounding the educational needs of migrant children: inadequate living conditions, health and nutritional defects, lack of concern of migrant problems, interrupted education, lack of motivation to complete high school, failure to complete high school, no recognition of potential and creativity, and too few successful adult role models.

The author suggests that the self-image of migrant children could be improved through cross-cultural education and teaching about events and contributions made to society by persons from different ethnic backgrounds.

29. *When Children Move from School to School.* Washington, D.C.: Association for Childhood Education, 1972.

The impact of the increase in the mobility of the general population upon children is examined. Selections include 1) how moving affects children; 2) what parents, children, and teachers can do to help in the adjustment to moving; and 3) integrating children into the classroom. Also included is a list of books related to a wide range of experiences met by children in new situations.

Education of Migrant Children

30. *A Handbook for Teachers of 3, 4, and 5 Year Old Migrant Children*. Tallahassee: Florida Department of Education, Migrant Child Division, August 1975.

This handbook is comprised of the educational objectives developed through the use of the National Migrant Goals, the Florida Migrant Early Childhood Guidelines, and the Florida Kindergarten Accreditation Goals and Standards designed for use in 26 Florida counties. Each objective is outlined and followed by suggested activities. A description is given of each test item to use in evaluation although the actual criterion reference test is not.

31. Barrows, W. H. "A Study of the Education of the Children of Migrant Agricultural Workers in Selected Public Schools of Missouri," doctoral dissertation, St. Louis University, 1976.

This study surveyed the educational programs offered by the 34 Missouri schools that enrolled migrant children. Data were obtained from a questionnaire, the Uniform Migrant Student Transfer Form, and the Wide Range Achievement Test.

The questionnaire revealed that 79 percent of the schools provided specific educational programs for the migrant pupils. Data from the transfer form suggested that migrant children in Missouri were not typical of migrant pupils in other areas of the country. Their school attendance was more regular, they were less transient, and school achievement was higher. On the WRAT, the migrant pupils scored slightly above grade placement levels in reading and spelling, and slightly below grade level in arithmetic.

The study concludes that Missouri schools are adequately meeting the needs of migrant children. It suggests, however,

that efforts should be made to retain migrant children in school beyond age thirteen.

32. Barnes, J. M. "An Analysis of the Education of the Children of Migrant Agricultural Workers in Arkansas Public Schools," doctoral dissertation, North Texas State University, 1971.

The purpose of this study was the analysis of statewide programs for migrant children in 45 school districts in Arkansas. Three instruments were used in the study: a questionnaire to elicit information about school programs for migrant children, the Uniform Migrant Student Transfer Form, and the Science Research Associates Achievement Test.

The survey found that 34 percent of the schools made no provision for migrant pupils, 41 percent included migrant children in programs for other disadvantaged pupils, and 25 percent had programs specifically for migrant children. Examination of the transfer forms for 500 pupils disclosed that 7 percent of the children were classified as nonreaders, 56 percent were listed as below average, and 34 percent were evaluated as average. Teachers rated 3 percent of the children as skilled readers. However, the results of the SRA Achievement Test indicated that 85 percent of the pupils were performing below grade placement level, with a mean deficit of 1.3 years. The median number of days of school attendance for the migrant pupils was sixty.

The study concludes that the Uniform Migrant Student Transfer Form was a helpful instrument, but that schools should carefully follow the directions for its use. It also urges school administrators to make continuing effort to encourage migrant children to attend school.

33. Bailey, C. E., Jr. "A Study of Educational Programs for Immigrant Children of Agricultural Migratory Workers in the State of Connecticut," doctoral dissertation, University of Connecticut, 1970.

This study investigated the academic progress of migrant children who participated in summer compensatory programs designed to improve their performance in reading, spelling, and arithmetic. The Wide Range Achievement Test was administered at the beginning of the summer, and the results were used to plan individual programs. Eight weeks of intensive instruction were provided, and the pupils were retested with the same instrument. A follow-up study was conducted during the first two marking periods of the fall semester, comparing the school performance of the migrant children who received summer instruction with

the achievement of similar pupils who were not in the experimental program.

Data analysis indicated that the compensatory program had no significant effect on the three academic areas. Furthermore, the comparison group of children who were not exposed to the summer program received higher grades in reading, spelling, and arithmetic than did the children who received the summer instruction.

The study concludes that compensatory programs for migrant children will not be successful unless teachers are given specific training to help them meet their needs. Traditional instructional practices apparently were inappropriate for children from transient families.

34. Beckett, Jack. *A Study of Two Methods of Delivering Supplementary Educational Services to Mobile Migrant Children in California*. Sacramento: California State Department of Education, Bureau of Community Service and Migrant Education, 1974.

The purpose of the study was to examine, over a one year period, two methods of delivering supplementary educational services in reading and mathematics to mobile migrant children in grades two to eight in school systems in California.

One method of delivery was described as a "team teaching" approach utilizing trained tutors under the direction of a classroom teacher with the assistance of a resource teacher. The other method of delivery was a "pull out" program where schools provided special onsite help in language development, remedial reading, and English as a second language.

Results showed that children enrolled in the team teaching approach met the program objective of at least one month gain on a standardized test for each month in the program, while children enrolled in the pull-out approach did not. It was concluded that the team teaching method yielded better results and was less expensive than the pull-out method.

35. Carline, D. E., and others. *Relationship between Spanish and English Reading Skills and Concept Usage in Spanish and English by Mexican-American Bilingual Migrant Children*. Boulder, Colorado: University of Colorado, 1975.

This study compares Spanish and English reading skills with concept usage. A group of 144 bilingual migrant children, aged seven through twelve years, from six summer programs in Colorado, were administered the Test of Concept Utilization and the Silvaroli Informal Reading Inventory in both Spanish

and English on alternate days. The main finding in the TCU scores across all ages was that children gave more semantically discrepant responses in English than in Spanish. This indicates that the children were more fluent in Spanish. For the most part, however, the mean scores for TCU concept categories were the same in Spanish and English. The reading level in English was approximately three years behind for all ages. Migrant children showed significant and marked delays in reading.

The study concludes that conceptual education would be helpful in improving reading skills of Spanish surname children with reading delays.

36. Carline, Donald A., and John R. Hoffman. "Comparison of Language Experience Approach to Reading with a Conventional Reading Approach in Eight Summer Migrant Schools," *Educational Reports: Migrant Educational Research Report*. Boulder Colorado: Colorado University, 1976.

This study focuses on 1) the effects of a language experience approach to reading as measured by a reading attitude test and a standardized reading test; 2) reading gains and attendance as related to the teacher's or aide's race and language ability; 3) reading scores as related to the child's age and attendance; and 4) the teacher's attitude measured by an attitude questionnaire.

The sample included 111 students and 25 teachers. Results indicated that 1) there was higher attendance when the teacher and aides were Chicano, 2) the classes that used the language experience approach more often showed an increase of 2.9 raw points on the standardized reading test, and 3) young children gained 2.7 raw points if they read in Spanish.

37. Cadenas, J. A. *Education and the Children of Migrant Farm Workers: An Overview*. Washington, D.C.: Intercultural Development Research Association, 1976.

The purpose of this paper was to identify and discuss some unique problems experienced by children of migrant farmworkers while attempting to attain a formal education.

Among the many problems faced by educators are: inability to evaluate accurately the educational progress of children of migrant farmworkers, segregation from the school's mainstream, school financing, special instructional programs, school staffing, dysfunctional responses to the needs of migrant children, and lack of support by other social institutions.

Recommendations to remedy the continued failure of migrant children include changes in institutional philosophies,

administrative policies, scope and sequence, curriculum, extra-curriculum, staffing, student personnel services, noninstructional needs, community involvement, and evaluation. A further suggestion related to the development of a comprehensive program by local, state, and federal agencies with special allocations for necessary financial and personnel resources.

38. Clark, L. M. "Teaching the Children of Agricultural Migrants," in S. Suderlin (Ed.), *Migrant Children: Their Education*. Washington, D.C.: Association for Childhood Education International, 1971.

This article addresses the problem of providing an education for migrant children. The needs of migratory children must be identified and taken into account in developing the instructional program. Some teachers have found informal means for quick assessment of children's needs and levels. The author gives some general guidelines for the teacher, stressing the importance of providing concrete experiences before abstractions and also providing materials that relate to the children's backgrounds.

The author recommends that teachers provide children with an opportunity to develop communication skills and a more positive image. The conclusion notes that the resourceful teacher relates learning experiences to the needs of migrant children with the assistance of administrators and outside organizations and agencies.

39. Conde, B. "Bilingualism, the School, and the Chicano: A Point of View," in J. L. John (Ed.), *Literacy for Diverse Learners*. Newark, Delaware: International Reading Association, 1973.

This article suggests that schools have evidenced very little response to the need for exploiting the potential represented by bilingualism. Instead, the author contends that schools continue to treat bilingualism as a disadvantage to be corrected; the burden of change is upon the child rather than upon the school. Conde suggests that the schools should reflect more responsibly their community constituencies and concludes that bilingualism must cease to be treated as a problem to be resolved; it should be treated as an asset to be exploited.

40. Davis, B. "Significant Factors in the Migrant Experience," in A. Cheyney (Ed.), *The Ripe Harvest*. Coral Gables, Florida: University of Miami Press, 1972.

Writing from the perspective of having been a migrant child, the author views the educating of migrant children as a special challenge. She sees several factors which have particular sig-

nificance in the migrant experience: marginality to the larger society, constant mobility, nonmaterial goals, culture-bound concepts and words, and the need to contribute.

Davis concludes by epitomizing the kind of teacher migrant children need as one who can bridge the gap which exists between the children's past and future, so that the children can be made part of the mainstream of society while still accepting their heritage and being motivated to perpetuate it.

41. Day, James F. *Migrant Education*. New York: Philosophical Library, 1975.

In this book, Day attempts to introduce the main issues, problems, and concerns regarding the education of migrant children and youth. Migration is portrayed as a common characteristic that has become a significant educational problem due to the confounding effects of social, cultural, and racial conditions. A humanistic approach to the education of the migrant child is proposed which focuses on basic need satisfaction as the first concern.

42. De La Garza, Charles. "Equity for Migrant Children in Rural Areas," paper presented at the Rural Education Seminar, College Park, Maryland, May 1979.

The author reviews recent literature and research on migrant populations and legislative actions and makes recommendations to be considered in decision making and policy development. He recommends that the Migrant Students Record Transfer System Data Bank be more timely and be used for gathering information, long range plans for the national migrant program be developed, and resources maximized by eliminating duplication in agency services.

43. Dittmann, Laura L. "Migrant Children in an Early Learning Program," *Young Children*, 31 (March 1976), 218-228.

This article describes the Florida Migrant Program with particular emphasis on early childhood education. Program objectives are clearly stated and a detailed description of how these goals were implemented is graphically given. The author points out that, with increasing agricultural technology, education is the only answer to the migrant's plight. She stresses the importance of computerized recordkeeping through a central registry system to enable the teacher to prescribe correct instruction for new enrollees. It is hoped that this continuity will result in an increased interest and attendance at school to combat the familiar occurrence of sixth grade dropout.

Dittmann feels that the emphasis on preschool education will minimize later failure and points out that scores on the Metropolitan Readiness tests indicate, for those students in the program, a potential for success in first grade tasks.

44. Dorsey, Mary E. *Language Arts Tutorial Handbook*. Tallahassee: Florida State Department of Education, Migratory Child Division, January 1975.

This handbook is designed for tutors in a language arts tutorial program for migrant students deficient in reading and language skills. The work contains a brief discussion of the special problems of migrant children, programs developed to meet their needs, and the format of the tutorial program. Topics covered range from the program rationale and objectives to sample forms and suggested professional readings.

45. Dyer, Maxwell. "A Marriage of Education and Technology for Migrant Children," paper presented at the annual meeting of the Southwestern Regional Conference of the International Reading Association, 1975.

The purpose of this paper was to discuss the Migrant Student Record Transfer System (MSRTS), a federally funded system under the Elementary and Secondary Education Act of 1965-1966.

The purposes of MSRTS are to rapidly provide appropriate public school personnel with pertinent educational and health information on the children of migrant workers as they move from school to school, and to provide management data to administrative personnel for planning academic and health programs for the children. The MSRTS provides three basic kinds of records to schools and related agencies: an urgent health needs record, a cumulative record, and a detailed health problem record.

46. *Educational Continuity of the Migrant Child, Annual Eastern Stream Conference*. Atlanta: Georgia State Department of Education, March 5-8, 1974.

The conference objectives included the following areas: successful teaching techniques; effectiveness of the Migrant Student Record Transfer System (MSRTS); opportunities for interstate idea exchange; orientation and awareness of the form, scope, nature, and purpose of the migrant program for newcomers; national trends in migrant education; supportive services; recruitment; and early childhood programs in migrant education. These objectives were explored through discussion, displays, and speeches by leading authorities in migrant education.

Discussion concerning the identification and enrollment systems of migrant children resulted in a recommendation to institute an Early Warning and Tracking System through interstate cooperation. Reading teachers will be particularly interested in the merits of the Criterion Reading program presented by Strandridge and Fraizer as well as Dorsey's ten competencies required for successful teaching of reading.

Photographs add an interesting personal dimension to this conference report.

47. Ekstand, Lars Henric. "Age and Length of Residence as Variables Related to the Adjustment of Migrant Children," paper presented at the annual meeting of the International Association of Applied Linguistics, 1975.

This study, conducted with 2,200 immigrant children in Sweden representing 36 nationalities and 9 different grades, utilized tests and teacher-made questionnaires as measurement instruments. The study examined the various functional language skills in Swedish as a second language, nonverbal intelligence, and socioemotional adjustment.

The findings revealed that all language variables were strongly related to age, that second language learning ability increases with age in the span of 7-17 years, and that no optimum age is found.

The author concludes that the theoretical position which predicts an optimum in second language learning ability before puberty has been proven invalid.

48. Forrest, James L. "Reducing Dropouts among Migrant Mexican-American Children," in George Smith and Owen Caskey (Eds.), *Promising School Practices for Mexican Americans*. Austin, Texas: Southwest Educational Development Laboratory, 1972.

This document is a compilation of practical and personalized reports of 66 projects and programs described by the people who designed and implemented them. They cover more than 100 school districts that responded to a request to share teaching ideas that had been successful in educating Mexican-American students. The following areas are included: readiness and orientation programs, language development programs, bilingual instruction, English as a second language and oral language programs, reading programs, migrant programs, parent involvement programs, self-concept enhancement, special instruction

for Mexican-American students, and research reports on Mexican-American projects.

The report covers projects ranging in grade level from preschool to high school. In addition to projects on language development, reading teachers will find of particular interest the section describing seven reading experiments. It includes remedial reading with fifth graders, the development of an individualized reading program, and a demonstration reading program designed for Mexican-American students.

The editors make a final statement in which they remind the reader that unless there is humanistic understanding and recognition that there are unique differences in educating Mexican-American students, the effectiveness of instruction will suffer.

49. Fosher, Jane E. *PASS Program*. California State Department of Education, Bureau of Community Services and Migrant Education, 1978.

Through correspondence courses, the Portable Assisted Study Sequences (PASS) offers migrant students the opportunity to accumulate high school credits necessary for graduation.

Any migrant student enrolled in a high school district of California may enroll in PASS to make up credits in reading, English, speech, general math, algebra, U.S. history, Mexican-American history, American government, general science, outdoor study, and work experience.

Courses are divided into units with partial credit given for each unit completed. Contact persons enroll the students in the programs and send the materials to them.

50. Fransecky, Roger B. *Visual Literacy and Teaching Migrant Youth*. New York: Center for Migrant Studies, State University of New York, 1972.

The purpose of this study was to examine the use of cameras to encourage visual literacy and increase receptive and transmissive language skills.

In the sample studied, elementary school children of migrant farm workers were divided into a treatment group and a control group. Results showed that, during a six week program, the experimental group using cameras had better language facility and increased their reading ability more than children in the control group which used traditional book-centered reading programs.

51. Fuentes, Edward J., and Joseph M. Wisenbaker. "The Use of Teacher Rating of Oral English Proficiency as a Covariate

in the Analysis of Reading Scores," paper presented at the annual convention of the American Educational Research Association, 1979.

This study examined teacher judgment of oral language proficiency to determine if it could be used as a covariate in analyzing the reading test scores of migrant children. Any lack of English proficiency would be taken into account when considering reading achievement.

Subjects included 6,000 second, fourth, and sixth grade migrant children. Oral English Proficiency was measured through the use of MAT-SEA-CAL Oral Proficiency Tests, Comprehensive Test of Basic Skills, and teacher ratings.

The study found that teacher judgments may be used as a covariate in the analysis of reading test scores. The author recognizes the limitation of the study in dealing with the use of teacher ratings as a group rather than individual decisions.

52. Garcia, R. "Language Interference and Socioeconomic Status as Factors in the Acquisition of Standard Oral English of Mexican-American and Anglo Migrant Children," doctoral dissertation, Ohio State University, 1973.

This study investigates the factors of language interference and socioeconomic status in the acquisition of oral standard English of Mexican-American and Anglo migrant children in Michigan. The Michigan Oral Language Production Test was revised and used in this study to assess oral proficiency in standard English. It was found that Mexican-American migrant children are significantly less proficient (.001 level of significance) in standard English than are Anglo migrant children. It was also found that Anglo migrant children are, in turn, significantly less proficient (.001 level of significance) than Anglo nonmigrant children of a higher socioeconomic status.

Thus the study concludes that bilingual children do not learn English from their English speaking schoolmates. It suggests that further research be done to determine if this is true for Mexican-American children who are not migrants.

53. Heitzman, Andrew J. "Effects of a Token Reinforcement System on the Reading and Arithmetic Skills Learnings of Migrant Primary School Pupils," *Journal of Educational Research*, 63 (1970), 455-458.

The purpose of this investigation was to test the effects of a token reinforcement system on the arithmetic and reading skills acquisition of migrant primary school pupils during a six-week summer school session. The research was conducted in the Sodus, New York, Central School.

The subjects were 30 Negro migrant and 30 Caucasian primary school pupils registered in a six-week summer school program. Pupils received plastic tokens to reward skills learning responses. Tokens were traded as legal tender to provide supplementary reinforcement.

The study concluded that the use of tokens reinforced with backups has a decided effect on the modification of social and skills learning behavior. Also, the employment of a token reinforcement system has some positive effects on the total classroom program.

54. Heitzman, Andrew J. "Effects of a Token Reinforcement System on the Reading Behavior of Black Migrant Primary School Pupils," *Journal of Educational Research*, 67 (1974), 299-302.

This study, focusing on a black migrant family school population, tested the effects of a token reinforcement system on reading behavior. The subjects for this study were 70 black migrant and 24 white primary school pupils matriculated in a six-week summer school program. The pupils were randomly assigned to treatment and no-treatment classes. The teachers were provided a one-day paid workshop to orient them with the token system.

On the basis of results on the Wide Range Achievement Test, an appropriate test for each pupil was selected from the Gates-MacGinitie Reading Test and used as the criterion instrument in pretest and posttest measurements.

In general, token reception has a greater influence on the scores of black than on white pupils manifested by gains in the skill behaviors being reinforced. This finding supports previous research indicating that young black children of lower socioeconomic backgrounds respond well to material reinforcers. No relationship was established between the number of tokens received per pupil and reading skills gains.

This study concludes that when short-term schooling is augmented by a token reinforcement system for motivational purposes, positive effects are accrued.

55. Henkin, C. S., and A. B. Henkin. "Cultural, Poverty, and Educational Problems of Mexican Americans," *Clearing House*, 50 (March 1977), 316-319.

Social and culture-specific conditions which affect Mexican-American migrants were examined. A review of the literature summarized these conditions. It was found that multiple and varying cultural factors seem to reinforce negative self-concepts and inhibit realization of human potential in education and work. Elimination of language barriers and encouragement of

changes in valuing patterns should be strong considerations in programs established for the country's second largest minority group.

56. Hernandez, Norma G. "Variables Affecting Achievement of Middle School Mexican-American Students," *Review of Educational Research*, 43 (1973), 1-39.

The purpose of this review of the literature pertaining to the characteristics of middle school Mexican-American students was to identify variables that appear to be relevant to learning and to consider the descriptions available in the literature relative to these students in terms of these variables.

The description was done in four broad categories: socio-economic, physical, psychological, and cultural aspects. Following the descriptions, recommendations for curriculum design and/or instruction are reviewed, in addition to stating further implications and recommendations as seen by the author.

57. Hogan, Patrick F. "Improving the Education of Migrant Children," *American Education*, 9 (April 1970), 20-24.

The purpose of this article was to discuss the Migrant Student Record Transfer System (MSRTS). The article describes MSRTS as a computerized communications network that can in a matter of hours provide a school with the basic academic and health history of registered children no matter where they travel by way of the migrant streams. Strengths and weaknesses of the MSRTS are discussed.

In summary, the author concludes that the MSRTS is beginning to have positive effects on contributing to a better education for migrant children. One implication is that such a system might be useful for others, such as children of military families.

58. Horn, Thomas. "Three Methods of Developing Reading Readiness in Spanish Speaking Children in First Grade," *Reading Teacher*, 20 (1966), 38-42.

The purpose of the study was to compare the effectiveness of three methods of developing reading readiness in Spanish speaking children in grade one for a period of 140 days. The groups were labeled 1) oral-aural English, 2) oral-aural Spanish (both groups replaced the reading readiness instruction), and 3) no oral-aural.

The study was recognizably limited due to the problem of appropriate instrumentation. Results showed 1) differences between posttest means as a group and between scores for boys and girls; 2) statistically significant differences between the

highest and lowest means for boys in the entire project, boys in each of the three treatments, girls in the entire project, and girls in each of the three treatments; 3) most of the standarized tests to be inappropriate due to a large number of zero scores on the pretest; and 4) no difference in posttest scores when holding pretest scores constant.

The study concludes that there is a need for developing suitable measures for assessing the capabilities, the experiential background, cognitive functioning, and language levels of Spanish speaking disadvantaged children; there is a need for a program that would provide learning experience and language instruction organized around the development of a satisfying self-concept; and there is a need for special predegree and post-degree practicums and inservice programs concerned with teaching Spanish speaking disadvantaged children.

59. Huss, John D., and others. *Choices Not Circumstances: An Educational Needs Assessment for the Children of Arizona's Migratory Agricultural Worker*, Volume 3. Maryland: Educational Assessment, Lewis Associates, May 1977.

This 1977 study, conducted with 625 students in nine schools, assessed migrant students' needs in seven developmental areas: background, social, ability, self-concept, achievement, gross motor, and fine motor. Test instruments included the Boehm and Culture Fair tests, the Self-Observation Scales, Metropolitan Readiness Test, Iowa Test of Basic Skills, Test of Academic Progress, Career Maturity Inventory, teacher observations, and a Physical Fitness Survey.

Analysis was conducted on 5, 7, 10, 13 and 16 year old males and females, migrants, former migrants, and nonmigrants. The study concludes that economic needs and communication problems interfered with education more often for migrant than nonmigrant students; migrant students scored lower on explosive power at age 7, cardiovascular endurance at age 13, dynamic arm strength at age 13, and hand-eye coordination at ages 7 and 13; former migrant students repeated one or more grades more often than nonmigrant students; and nonmigrant students had significantly higher reading and mathematics scores than migrant students.

60. John, Vera P., and V. M. Horner. "Bilingualism and the Spanish Speaking Child," in F. Williams (Ed.), *Language and Poverty: Perspectives on a Theme*. Chicago: Markham, 1970.

This article reviews the history of ethnic groups as they came into contact with dominant Anglo culture in the United States.

The gradual move from assimilation to cultural pluralism is described as the background for the recent demand for bilingual education.

The authors cite several studies in which bilingual education resulted in superior performance of their subjects. These included research in Sweden, Mexico, the Philippines, and the United States (Miami, Florida and San Antonio, Texas). In each case, children who were given instruction in their native language as well as in the dominant tongue surpassed monolingual children on achievement tests.

The study concludes that bilingual education can have positive results for children from majority as well as minority groups. The authors believe that a "mature democracy" requires the development of bilingual programs through the participation and cooperation of both groups.

61. Johnson, Florence, Alice M. Scales, and Gloria S. Smith. "Teachers' Attitudes Affect Their Work with Minorities," *Educational Leadership*, 32 (December 1974), 193-198.

This article explores the effects of teacher attitude on student achievement with particular reference to the minority child. The authors suggest that teachers who have negative attitudes toward minority students are probably exhibiting their own middle-class values. They cite research that shows how supportive and empathic attitudes coupled with knowledgeable teaching can result in significant cognitive gains by minority students.

To combat the problem of negative teacher attitude, the authors give the following suggestions: preservice and inservice training encompassing early exposure to minority students in both community and school settings; education in the civil rights movement; study of sociological and psychological aspects of minority children; and study of their language. The authors emphasize that cultures are "different," not "inferior," and that given the right motivation and instruction, minority children can achieve entry into any professional area.

62. Kersey, Harry A., Jr. "The Harris School Project: A Compensatory Program for Negro Migrant Children in Florida," *Journal of Negro Education*, 61 (Winter 1972), 82-91.

This article describes a federally funded staff development project which was part of the Florida Migratory Child Compensatory Program. The objective was to upgrade the quality of migrant education staffs. The author, who was primary consultant, describes the all-black Harris School where the project

was implemented in terms of the physical plant, type of children, staff, and parental population. A steering committee identified language arts as an area requiring attention. Tests showed that nonmigrants as well as migrant children were below grade level in language, thus making the project more acceptable to those who were not at first amenable to the idea. Consultants, teachers, and administrators worked together to investigate migrant culture and to eventually produce an extensive range of instructional materials.

Teachers experienced professional growth and were able to function as leaders in subsequent workshops. At the date of writing, the author could give no definitive data in terms of a measurable increase on standardized or intelligence achievement tests. He does state most emphatically that the increased health services and the use of specially designed materials and teaching methods are making school life more pleasant and meaningful to the migrant child.

63. Knowlton, C. "The Special Education Problems of the Mexican-Americans," in S. M. McMurrin (Ed.), *The Conditions for Educational Equality*. New York: Committee for Economic Development, 1971.

This article describes the social and educational conditions of Mexican-Americans in the United States during the late 1960s. The author differentiates between acculturated Mexican-Americans and new arrivals who lack the linguistic and social skills to enter the mainstream of American life.

School practices—including the rejection of the Spanish language and Mexican culture and the lack of Spanish speaking teachers, counselors, and administrators—are criticized. The author lists several imperatives: Spanish speaking aides; in-service programs in Mexican history, culture, and language for all teachers; and the recruitment of prospective teachers from such minority groups as welfare mothers and street gang leaders.

The article concludes that the large numbers of unemployable Mexican-American youths, who represent the failures of the American educational systems, are a potential threat to society. They are "alienated from its values, unable to participate in its affluence, and lacking any loyalty or commitment to its continuance."

64. Lindbloom, F. M. "A Survey to Identify Children of Migrant Workers and Make a Preliminary Determination of Their Educational Needs in Selected School Systems in Alabama," doctoral dissertation, University of Alabama, 1970.

The purpose of this study was to develop and test a means for the identification of migratory children and to make a preliminary determination of some of their educational needs in selected school systems in the state.

An open-end type instrument was used revealing needs in four broad areas: learning skills, sociological needs, physiological needs, and miscellaneous needs.

On the basis of the findings, the author recommended that 1) the system of identification of migrant children utilized in the study be implemented statewide; 2) the state participate in a national school and health record transfer system for migratory children; 3) a system to determine educational needs of migrant children be designed and implemented; and 4) the Alabama State Department of Education provide a staff to monitor, coordinate, and assist local education agencies in identifying migrant children, assessing their educational needs, and designing programs for the education of the migrant children.

65. Mackin, Eva, and others. *ITV and Education of Children of Migrant Farm Workers, Indians, and Innercity Poor: Cross-Cultural Comparisions of International Use of Media*, Volume 1. Washington, D.C.: American University, 1971.

This study examines the use of instructional television (ITV) as the core component in a system designed to meet the educational needs of the children of migrant farm workers, American Indians, and innercity poor.

The study chose to investigate ITV systems in Australia, Israel, Japan, and New Zealand to determine how these countries deal with introducing the core TV approach, the effect of the student-to-system relationship on the learning process, and how resistance to ITV can be overcome. These experiences were then used to evaluate ITV in terms of the needs of each of the three target areas.

Results showed that the use of ITV to present a core curriculum would be an effective means of accomplishing significant reforms only with the American Indian students.

66. Madsen, William. "Social Backgrounds: Spanish Speakers," in Thomas D. Horn (Ed.), *Reading for the Disadvantaged*. New York: Harcourt Brace Jovanovich, 1970.

The author suggests that when teaching children a subject, the total configuration of their personalities and patterns of interaction with others are affected. He notes that this is particularly true where teaching a language is concerned.

Madsen discusses the role and responsibility of teachers, suggesting that while teachers are guarding against stereo-

typing their Spanish speaking pupils, they are probably seen as stereotypes by many of these pupils.

He recommends that a teacher from another ethnic faction —Black or Oriental—would be in the best position to teach American culture to Spanish speaking pupils.

67. Nelken, Ira, and Kathleen Gallo. *Factors Influencing Migrant High School Students to Drop Out or Graduate from High School*. Chico, California: Nelken and Associates, July 1978.

The study investigated factors influencing 46 twelfth grade migrant students' decisions to drop out or graduate from high school in northern California. The findings indicated 1) social life was the most attractive part of schools for the dropouts; 2) teachers and classes were the most disliked aspects of school; 3) dropouts admitted to major family problems more often than graduates; 4) family need was the main factor influencing dropping out.

The study concluded with the following suggestions to encourage dropouts to remain in school: 1) establish better communication between students and teachers; 2) encourage extracurricular activities; 3) have a get acquainted and transition program for new students; 4) start an English as a second language program; and 5) appoint a Migrant Education representative to act as liaison between students and school staff.

68. Pfeil, Mary Pat. "Computer Harvests Migrant Records," *American Education*, 6 (November 1970), 7-9.

This article is concerned with the need for keeping accurate records on migrant children. The 1968 decision to study the development of the Migrant Data Bank Record Transfer System (a computerized record system) is discussed in detail. The discussion centers on the individual state's contribution and how the system operates with substantial help from the University of Arkansas Medical Center.

The author concludes that this system gives educators the hard data on a nationwide basis to support previous theories of migrant education.

69. Presson, Johnny E., and Wilbur L. Baker. "'Learning City' Summer Migrant Program," paper presented at the American Association of School Administrators Annual Convention, Anaheim, California, February 1980.

In the summer of 1978, a Migrant Education Program entitled "Learning City" became a real life experience for 130 students for two summers in North Carolina. In a mall atmosphere, the

program provided instruction in reading, math, science, music, art, physical education, and development of self-concept. Each area of study was represented as an industry.

To provide motivation, each worker was paid in skill notes which could be deposited in a savings account or spent on toys, candy, or books.

The program proved to be successful. Test scores of 42 of the participants were compared to test scores of 42 nonparticipants. The participants had an average reading gain of 5.2 months compred to 3.1 months for nonparticipants, and a math gain of 7.0 months compared to 3.7 months for nonparticipants.

The authors concluded that the summer project provided a unique and innovative teaching atmosphere.

70. Rivera, Vidal A. "The Forgotten Ones: Children of Migrants," *National Elementary Principal*, 50 (November 1970), 41-44. This article discusses the plight of the migratory student and major areas of concentration in the United States where migrant students are located.

The author discusses problems the migratory student faces in the educational system, the importance of a nationwide approach to the problem, past legislation in aid of migratory students, and specific programs for migrant students initiated by certain states.

The author concludes that migrant education has improved, but that there must be a continuation of work for better conditions and coordinated programs with continuity among the various states.

71. Rosen, Carl L. "Needed Research in Language and Reading Instructional Problems of Spanish Speaking Children," in J. A. Figurel (Ed.), *Reading Goals for the Disadvantaged*. Newark, Delaware: International Reading Association, 1970. This article summarizes the problems of Spanish speaking pupils in public school classrooms in the United States and outlines the types of educational research needed to improve instruction to meet their special needs. Suggestions for research include: the accumulation of precise descriptive data about language development among children from Spanish speaking homes, studies of the linguistic development of children who are subjected to overlapping languages and cultures, assessment of compensatory programs such as Head Start, and the problems of teaching English as a second language.

Rosen concludes that research into the problems of Spanish speaking children in the American educational system has

been piecemeal and fragmented. He points to a nationwide lack of coordination in attacking problems, and predicts that research findings will be contradictory and misleading unless leadership is provided at a national level.

72. Saville, M. R. "Language and the Disadvantaged," in Thomas D. Horn (Ed.), *Reading for the Disadvantaged*. New York: Harcourt Brace Jovanovich, 1970.

This article describes the contributions of linguistics to reading instruction for children who speak languages other than English. The aspects discussed include phonology, syntax, semantics, and orthography. All of these elements must be considered in teaching oral language and reading to children whose native tongue is not English.

Significant language characteristics that must be considered are outlined for nonstandard dialects of English, Spanish, Acadian French, and Navajo. Learning needs common to all prereading pupils—such as auditory discrimination—are also specified.

Saville concludes that teachers will be most successful with linguistically different children if the school program aims at adding to, rather than eradicating, the native dialect or language.

73. Sawyer, R. P. "The Wanderer: Profile of a Migrant Child," *National Elementary Principal*, 49 (April 1970), 19-23.

This article describes those characteristics from which educational problems arise: parents who are high school dropouts with low level vocational skills usually move frequently; it takes time for school records to catch up with students; students are inadequately placed in the school system.

Sawyer offers several measures to overcome the problems. He suggests improving transmission of school records, educating parents to the importance of school records, forming a telephone pool with principals in neighboring districts, having county or regional clearing bureaus assist the school, and making personal contact with the family. (Many of these suggestions have materialized. See J. Park's, "Children Who Follow the Sun.")

Factors which lead to the progress of students who jump from school to school are: individualizing reading instruction, removing the child from competition, providing the stimulus of daily talk-about-it time with the teacher, improving sibling relationships, and having an interesting plan such as a newspaper project to develop effective speaking and listening skills.

The author concludes that the above measures should be brought into effect immediately in an effort to help migrant children obtain a worthwhile education.

74. Schnur, J. O. *A Synthesis of Current Research in Migrant Education*. Las Cruces: New Mexico State University, 1970.

The author's expressed purpose in writing this monograph is to present a current broad view of migrant education informing educators of the practices and procedures now employed. The focus is on educational concerns of migrants at all ages from cradle to adulthood.

Research conducted prior to 1965 is not included in this synthesis. The author begins with an overview and general description of migrants followed by a discussion of the educational problems associated with this group. A heavy emphasis is placed on the migrant's language-related problems. Existent programs are reviewed by levels from Day Care Centers through elementary, secondary, and adult levels. Current efforts at interstate cooperation involving such areas as record transfer are examined. Educational testing programs designed specifically for migrants are also reviewed. Special programs for health education, teacher training, teacher aides, and parental involvement in migrant education are each examined separately.

75. Sciara, F. J. *Determining the Effectiveness of the Continued Use of Criterion Referenced Reading Tests in the Interstate Cooperation of Migrant Education Programs*. Indianapolis and Geneseo: Indiana State Department of Public Instruction and State University of New York, 1974.

This study was designed to investigate the effects of the use of criterion referenced reading tests on children enrolled in migrant education programs. The purpose of the study was to explore the possibility of establishing educational continuity through interstate cooperation.

Involved in the study were five Texas and five Indiana migrant programs. The Texas programs which agreed to participate were provided with criterion referenced reading tests and intensive workshops on the administration and use of these tests. Once completed, the test results and booklets were sent to Indiana to await the arrival of the study population. Teachers in Indiana, meanwhile, were given workshops to acquaint them with the criterion referenced approach, the materials, and the scope of the research project. Unfortunately, due to poor crop conditions in Indiana, the targeted group from Texas did not

appear in sufficient numbers to actualize the original research plan. An alternative approach was employed which utilized the criterion referenced reading tests with other populations and recorded teacher perceptions of the plan. The Indiana teachers' response to the criterion referenced approach was positive. They found that the use of criterion referenced tests allowed for easier and more accurate assessment of student progress.

76. Scott, Norval C. "Locator Tests: Useful or Ornamental?" paper presented at the American Educational Research Association Annual Meeting, Chicago, Illinois, April 1974.

The Zip Test and the Wide Range Achievement Test (WRAT) were compared. The sample was comprised of 37 black migrants and resident students who were divided into experimental and control groups for eight weeks. The experimental group was taught by the Inquiry Method; the control group was taught by a conventional method.

The results of the pre/posttesting showed that the Zip Test was a more reliable indicator than the WRAT as a locator test.

The author concluded that the Zip Test needs to undergo modifications in administration and scoring and that neither test should be used for diagnosis.

77. Scott, Norval C. *Zip Test*. California State Department of Education, Bureau of Community Services and Migraht Education, 1976.

The Zip Test was designed to quickly place migrant children in their appropriate grade levels in math and reading and to assess their English language ability. This article deals with the purpose of the test. The author does not recomend the test for chronological grade placement. A copy of the test and an Examiner's Manual are provided.

78. Scruggs, James A. *Florida Migratory Child Compensatory Program State Conference: Evaluation Report*. Tallahassee, Florida: Florida State Department of Education, Migratory Child Division, 1976.

This conference aimed to explore teaching techniques that have been successful in meeting the migrant child's needs, to provide opportunities for the exchange of information on effective program designs, and to develop plans to improve communications. The conference was divided into four components: Language Arts, Early Childhood, Learn and Earn, and Supportive Services.

The overall response to the conference was very positive. Evaluative techniques were a part of the conference, and many

participants expressed a need for more of the same with an increase in the amount of time made available for the next conference. The information the participants received was most useful for classroom teaching of the migrant child.

79. Shontz, D. W. "A Comparative Analysis of Agricultural Migrant and Innercity Negro Disadvantaged Preschool Children on Several Psychoeducational Dimensions," doctoral dissertation, Florida State University, 1972.

The author investigated the differences in cognitive development between two groups of economically different black children. The sample consisted of 205 agricultural migrant children from Florida and 246 children from innercity Trenton, New Jersey.

Three tests were used with the sample to determine whether there were differences in ability level or profile which might have implications for differential compensatory preschool education. Tests used were the ETS Matched Pictures Language Comprehension Test (MPT), the Cooperative Preschool Inventory (CPI), and the Children's Auditory Discrimination Inventory (CADI). The author did a factor analysis on the scores for the combined sample.

Results indicated some differences in cognitive/language development between the two samples of black children. The author recognized several possibilities of bias.

Shontz concludes that differences in levels or patterns of abilities among the disadvantaged population must be identified in order for specific prescriptive preschool programs to be implemented. He also notes a need for the development of age-sensitive instruments to profile the skills and knowledge of subgroups of disadvantaged preschool children so that group-related functional deficits can be identified and remediated.

80. Shuy, Roger W. "Implications of Recent Sociolinguistic Research for the Problems of Migrant Worker Children," paper presented at the seminar of the Association of Internationale pour la recherche et la diffulsion des methods, audio vesuaelles et structuro-globales, Ghent, Belgium, May 28-30, 1976.

The relationship between sociolinguistics and educational concerns is examined. The focus of the paper is to discover how current developments in sociolinguistics are contributing to the field of bilingual education.

The paper contains a brief discussion of related legislation. Questions concerning bilingual program implementation relate to resources, goals and objectives, and the meaning of bilingual education. The success or failure of bilingual education is seen

to depend upon the extent to which sociolinguistic knowledge is called on or developed in response to five basic issues: needs assessment, goals and objectives, materials and resources, teacher education, and evaluation. Broad indications are given as to what has been done in these areas.

A discussion of functional language and its different aspects precedes a description of what a sociolinguistic framework for bilingual education would entail. Materials, resources, teacher education, and evaluation are discussed in this context.

81. Strickler, J. "The Social Studies: Vehicle for Migrant Education," in A. Cheyney (Ed.), *The Ripe Harvest*. Coral Gables, Florida: University of Miami Press, 1972.

This article points out that traditional school curricula have not provided adequate education for the children of migrant workers, primarily because much of the subject matter is irrelevant to their lives. The author suggests that social studies is an area of education particularly important for migrant children if they are to be equipped for the social world; however, most social studies textbooks are beyond the reading abilities of migrant pupils. A variety of teaching activities are suggested for teaching social studies content to migrant children.

Strickler recommends that the content of the social studies curriculum should be based on weaknesses in migrant pupils' backgrounds, but strategies for teaching should concentrate on their strengths.

82. Thonis, Eleanor W. *Literacy for America's Spanish Speaking Children*. Newark, Delaware: International Reading Association, 1976.

The purpose of the volume is threefold: 1) to examine the nature of Spanish speaking children in relation to their success in reading; 2) to explore the alternatives for helping the Spanish speaking pupils achieve literacy levels commensurate with their greatest potential; and 3) to review the developmental nature of reading within the framework of first and second language literacy.

Thonis concludes that success in reading for the Spanish speaking child is a function of good materials; suitable methods; appropriate pacing; careful, ongoing assessment; and competent, caring teachers. In addition, the reading program must consider both the developmental nature of literacy and the developmental nature of the children.

83. Tyo, Alexina M. "A Comparison of the Verbal Behavior of Teachers in Interaction with Students They Perceived as Migrant

and Nonmigrant," doctoral dissertation, Syracuse University 1972.

This study was designed to compare the verbal behaviors of teachers in interaction with migrant and nonmigrant pupils in the same classroom. The subjects for the study were 15 elementary summer school teachers having both migrants and nonmigrants in their classrooms and 261 migrant and nonmigrant pupils in two schools. Two types of data were collected: teacher perception and teacher verbal behavior using a modified Flander's Interaction Analysis System. Data were gathered from July 19, 1971 to August 13, 1971.

Results show that teachers interact differently with students they perceive to be migrant versus nonmigrant, with the total number of interactions for the nonmigrants exceeding those of the migrants by a statistically significant amount.

Tyo recommends that these findings raise questions about whether it is advisable to mix migrant and nonmigrant students in the same classroom but warns that there is need to examine the possibility of creating new problems in separated classes which the currently mixed migrant/nonmigrant classes do not have. An alternate approach suggested is to expand inservice training programs that would develop positive and equitable interaction strategies.

84. Veaco, Lelia. "The Effect of Paraprofessional Assistance on the Academic Achievement of Migrant Children," doctoral dissertation, University of the Pacific, 1973.

The effect of guided paraprofessional assistance on the academic achievement of lower achieving intermediate grade migrant children was examined in this study.

The sample included 80 migrant students and 35 paraprofessionals. The research showed that students receiving paraprofessional assistance showed greater improvement than those who did not. The sixth grade males who received paraprofessional assistance in reading exceeded any other group. The fifth and sixth grade achievement gains showed no difference and there was no indication that the lowest achiever benefited more than the other students.

85. Venezky, Richard L. "Nonstandard Language and Reading," *Elementary English*, 47 (1970), 334-345.

This article discusses approaches for teaching reading to speakers of nonstandard English, with special emphasis on the initial reading process and the language or dialect of the reading materials.

The writer clarifies the problem and reviews some native literacy programs including the Philippines Experiment, the San Antonio Project, and the Modiano Study.

The article concludes that the native literacy approach, although possessing obvious cultural advantages over the standard language approach, has yet to be proven scholastically superior.

Education Programs for Migrant Children

86. *Altus Migrant Summer Program, Title I, ESEA.* Altus, Oklahoma: Altus Independent School District, 1975.
The purposes of the 1975 Migrant Summer School included building vocabulary and academic ability, cultural enrichment, and assistance with social adjustment. The program provided health services, an academic program, lunches, and field trips for 59 migrant children. The operation of the program is detailed.

87. *An Assessment of the Migrant and Seasonal Farmworker Situation in the United States.* Volume 1, *Executive Summary and Conclusions*; Volume 2, *Findings*. 1976.
The objective of this study was to provide an immediate assessment of the migrant and seasonal farmer situation. Since time was a factor, an in-depth investigation was not undertaken, and scientific randomization of sampling data was not employed. The report does provide an overview of the farmworker situation. Since Congress did not appropriate targeted farmworker funds for the Community Services Administration (CSA, the instigators of the study), the study will not have the anticipated utilization; however, information gained from the study will be used by CSA and other agencies to formulate agency farmworker policies and to initiate strategies for implementing these policies.

88. *An Opportunity to Choose.* Texas: Texas Migrant Council, nd.
Each summer, as they leave Texas for northern labor camps, migrants are followed by a mobile school. The mobile school is actually a yellow van provided by the Texas Migrant Council. In the van are teachers, books, health care items, hot food, and a variety of programs for adults and children.

Other services offered by the Migrant Council include Home Start, Teen Start, Manpower Programs, alcoholism projects, drug avoidance programs, child abuse prevention, and an educational television series.

The Council provides the options of self-help social advancement and the opportunity to choose.

89. *Children at the Crossroads: A Report on State Programs for the Education of Migrant Children under Title I, ESEA.* Washington, D.C.: Bureau of Elementary and Secondary Education, 1970.

This report on state programs for the education of migrant children, Title I of ESEA, briefly describes migrant education programs in the United States. The social and economic conditions of the migrants are discussed. The report details several recommendations concerning the areas which need national coordination.

90. Cortes, Michael E. *Handicapped Migrant Farm Workers: Characteristics of Disabled Migratory and Seasonal Agricultural Workers and Their Families, Impact of the State/Federal Vocational Rehabilitation Program, and Strategies for Expanding Services.* Washington, D.C.: Interstate Research Associates, December 31, 1974.

The study surveyed the vocational rehabilitation (VR) needs of disabled migratory and seasonal farm workers in the United States. Information was gathered through interviews with a random sample of farm workers, rehabilitation counselors, and adminstrators, and the staff of other agencies and organizations. The study's advisory committee included representatives from rehabilitation agencies.

An estimated 293,000 farm workers were found to be eligible for VR services; however, they were less likely to receive VR services than the general population, and those who did receive the services were less likely to be successfully rehabilitated. A national plan was developed to better meet the needs of disabled migratory and seasonal farmers. The proposed service delivery system is described.

91. Dunn, J. L. *Colorado Migrant Education Program, 1973-1974. Summary and Evaluation Report.* Denver, Colorado: Colorado State Department of Education, Compensatory Education Services Unit, 1975.

This study reports the results of compensatory education programs for 4,297 migrant children in Colorado during 1973-1974. Factors discussed include pupil attendance and achievement, staff and community attitudes, and program organization.

The role of the state department of education in relation to migrant programs is described. Major functions were the

identification of migrant children, the provision of summer educational activities for all migrant pupils, assistance to local school districts in planning compensatory programs, and coordination of the efforts of schools and other agencies in meeting the needs of migrant children.

Most of the programs surveyed included bilingual and bicultural education, oral language development, reading, and mathematics. The study concluded that, in general, the migrant education programs were successful.

92. *Evaluation of the Impact of ESEA Title I Programs for Migrant Children of Migrant Agricultural Workers*, Volumes 1-4. Falls Church, Virginia: Exotech Systems, 1974.

An evaluation and assessment of Title I ESEA operations and their impact on migrant students provide an in-depth view of program activities in California, Florida, Texas, Colorado, Michigan, New Jersey, New York, North Carolina, Ohio, and Washington.

The report includes: Volume 1—the executive summary, findings, recommendations, and the U.S. Office of Education executive summary; Volume 2—the qualitative and quantitative assessments of the impact of state and local education agency levels: Volume 3—back-up material to assess state administration of programs and projects; Volume 4—case studies from the sample states.

93. *Evaluation of the Migrant Student Record Transfer System*. Washington, D.C.: Comptroller General of the United States, 1975.

The purpose of this study was to evaluate selected aspects of the Migrant Student Record Transfer System (MSRTS) which included determining the system's accuracy and efficiency and the degree of participation in the system as an equitable basis for allocating federal funding.

An Office of Education validation study was undertaken involving 17 states and 1,865 migrant students. A summary comparison was made between total number of students by actual head count with the total number of students shown by the MSRTS system's data base.

Conclusions showed that MSRTS provided a more reliable basis for allocating federal funds than did the alternate method. Accuracy of the MSRTS was not established because the validation study did not provide an adequate basis for assessment. However, it was predicted that the system's accuracy would improve if it were used for federal funding allocation.

94. *Federal Register*, 45 (1980), 22662. Washington, D.C.: U.S. Government Printing Office.

The purpose of this publication was to announce the interim final regulations for grants available to state educational agencies in order to meet the special educational needs of migratory children. The ten page document of rules and regulations amends and expands previous regulations of Section 122 of Title I of the Elementary and Secondary Education Act of 1965 and the Title I Educational Amendments of 1974.

95. *Field Hearings on H. R. 15*, a bill to extend the ESEA (Part 20) hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, 95th Congress, Second Session on H. R. 15, February 10-11, 1978.

Testimonies, prepared statements, letters, and other materials submitted during field hearings held in Kentucky and Minnesota are contained in this document.

These hearings were held to hear opinions of people involved on the state and local levels, regarding how the major federal elementary and secondary education programs are working, what problems have developed, and how the programs might be improved.

96. *Florida Migratory Child Compensatory Program Evaluation FY-77*. Tallahassee, Florida: Department of Education, 1977.

This booklet is an annual report on the activities of the Florida Migratory Child Compensatory Program (FMCCP). The FMCCP is a project of the Florida Department of Education, funded annually under Title 1 of the Elementary and Secondary Act.

Four major educational components were identified, described, and evaluated in the FMCCP during the FY-77: Early Childhood, Language Arts, Learn and Earn, and Supportive Services. An extensive evaluation report is provided in the evaluation for each of the four components.

97. Fuentes, R. A. *Statement of the National Education Association on Migrant Education before the Subcommittee on Agricultural Labor of the House Committee on Education and Labor*. Washington, D.C.: National Education Association, 1975.

The purpose of this publication was to report a position statement on the status of migrant education prepared by the National Education Association on Migrant Education and presented by Roy Fuentes before the Subcommittee on Agricultural Labor of the House Committee on Education and Labor.

Findings of the Association showed that migrant workers continue to suffer from low wages, seasonal work, unemployment, inadequate labor legislation coverage, health and housing needs, poor education and lack of job skills. Migrant workers' problems are further compounded by variables such as high mobility and language and cultural differences.

It was reported that prior to 1962, no significant legislation or programs existed for improving conditions of or providing opportunities to migrant farm workers. However, since 1962, migrant education programs have experienced significant development toward resolving some of the existing problems.

Concluding statements by Fuentes urge that Congress reexamine procedures and policies which may unintentionally be impeding progress in improvement of migrant conditions. The NEA offered its full support in assisting Congress in making needed adjustments in legislation and policy in order to improve migrant education.

98. "Grants to States for Migrant Children," *American Education*, 7 (June 1971), 32.

This short article provides information on federal grants to states to improve educational programs and services for the children of migratory agricultural workers. A state education agency applying for a grant must submit its plan and cost estimates to the Office of Education for approval. Funds are then allotted according to a prescribed formula, and the amount each state receives is determined by the number of migrant children living full or part time in that state.

The number of children participating in migrant programs is increasing each year with the programs varying among the states. The focus of each program is on the special needs of the children, ranging from nursery programs to projects for school dropouts.

A table showing grants made to 48 state education agencies for migrant education programs during fiscal years 1970-1971 is included in this article.

99. Hinkle, Glenn E., Robert L. Tipton, and Terrence R. Tutchings (Eds.), *Who Cares? Who Counts?* Austin, Texas: A National Survey of Migrant Students' Educational Needs, Final Report of St. Edward's University and Ben-Bolt-Palito Blanco, Independent School District to Teacher's Corps, 1979.

This final report on a national study of migrant students' educational needs includes a review of recent state funding-related

documents and a review of migrant programs in ten South Texas school districts.

Data were collected from a survey of administrators, teachers, parents, and students in California, Florida, and Texas. Names of personnel in state education agencies and institutes of higher education were also included.

Results indicated: 1) migrant students have greater educational needs than nonmigrant students; 2) these needs result from migrancy as well as the interaction of low income and minority group status; and 3) Mexican-American students' needs are greatest when compared to the needs of blacks and whites.

The two appendices are a Migrant Education Directory, listing U.S. migrant education projects and a Bibliography of materials on migrant education.

100. Hoffman, Stevie, and Gordan E. Greenwood. "A Longitudinal Follow Up of a Preschool Intervention Program for Mexican-American Migrant Children," *Reading Improvement*, 16 (Winter 1979), 326-331.

The purpose of this study was to evaluate the longitudinal effects of a five month preschool intervention program for 20 three-year-old Mexican-American migrant children on their school achievement from kindergarten through third grade.

Group means were analyzed for scores on standardized tests. Results indicated significant differences in favor of the program group in kindergarten and first and second grades, with gains fading completely by the third grade.

The researchers concluded that, in spite of limitations, the preschool intervention program contributed in positive ways. They suggest that a follow-up program in the elementary grades, designed to reinforce the original preschool program, would produce more sustained effects.

101. Inskip, George B. *State Annual Evaluation Report for Migrant Programs in Pennsylvania*. Title I ESEA Migrant Education Report, 1976.

The purpose of the program was to meet the academic, vocational, and social needs of 1,393 migrant children. For instructional purposes, the children were grouped by need in ungraded classrooms.

Presented in this report are evaluation summaries of state and individual projects, the national goals of migrant education, and excerpts from the applications for funding.

102. *Interstate Migrant Task Force. Third Interim Report: Findings and Recommendations, Report No. 27.* Colorado: Education Commission of the States, May 1979.

This report addresses itself to steps that have been taken as a result of the past work of the task force, and explores important goals for the future. The focus on the *whole child* is an attempt to bring together all agencies that service migrant farm workers and fishermen.

The following recommendations were made: that bilingual children receive instruction in the language they need to function educationally, that health protection be increased for migrant children, that early childhood programs for migrants be publicized, that inservice training for teachers be mandated, that a system of secondary credit exchange be established to enable migrant students to graduate from high school, that a public information program to stress the positive benefits of migrant labor to the community be put into action, and that the effect of state minimum competency tests on migrant students' educational progress be studied.

The report portrays the migrant's life in stark and realistic terms, supplying descriptive and statistical evidence that reveals the necessity for the recommendations cited.

103. Klumpp, Edward L., and others. *An Educational Needs Assessment for the Children of Florida's Migratory Workers. Volume 1: Executive Summary—a Summary of Findings and Recommendations.* Tallahassee: Florida State Department of Education, Migratory Child Division, 1976.

The purpose of these eight study tasks was to provide the Florida Migratory Child Compensatory Educational Program with information required for determining whether, and to what extent, the educational needs of migrant children were being met. The study involved investigating the changes and characteristics of the Florida Migrant population, students' needs, subgroup differences, ethnic group differences, funding resources for migrant families, program objectives, implementation of migrant programs, and the changes and needs of migrant children in 1980.

The findings provided a strong basis for addressing the problems of Florida migrant children. It was recommended that 1) the findings of this study be used as a basis for a Five-Year Multiintervention Action Plan to meet the needs of children of migratory agricultural workers and 2) that the State Department of Education assume the major responsibility for providing the leadership for the formulation and implementation of the plan.

104. Lange, D. D., and others. *Annual Evaluation Report for Migrant Programs, Fiscal Year 1976 (School Year 1975-1976).* Des Moines, Iowa: Iowa State Department of Public Instruction, 1977.

This report describes the programs provided by five school districts in Iowa for 386 migrant children. Although there were differences among the approaches used by the schools, all stressed individualization of instruction and all provided in-service education of the migrant program staffs.

The migrant children received instruction during the regular school year and during the summer. They were grouped with other ESEA Title I pupils for academic instruction in the summer program, but were also given additional enrichment in the afternoons—art activities, field trips, swimming, and social events.

Based on the evaluations reported by the local school districts, it was concluded the migrant programs were successful.

105. Lange, Drexel, and others. *Annual Evaluation Report for Migrant Programs.* Des Moines, Iowa: State Department of Public Instruction, January 1977.

The results of special educational activities for 386 migrant children in five school districts in Iowa are detailed in this report. Emphasis is on local educational agencies' approaches to migrant children's educational problems. Enrichment activities were added to the summer program for migrant children only.

106. Lutz, John E. *A Critical Review of Migrant Education Programs.* Lewisburg, Pennsylvania: Central Susquehanna Intermediate Unit 16, 1974.

This report attempts to identify, review, and synthesize literature related to migrant education with the intent of improving migrant education programs in Pennsylvania. The author begins with a description of the migrant child, identifying some general characteristics that can be attributed to most migrant children. Educational programs for migrant children across the United States are described in some detail, followed by a broad overview of migrant programs in Pennsylvania. Efforts at teacher training for migrant educators are reviewed in terms of preservice and staff development programs on national and local scales.

Auxiliary services which meet various needs of migrant families are then surveyed. These include day care centers and health services. A major limitation of this effort to synthesize the literature on these topics is the fact that there are few quality studies of migrant education in existence. The call

for more systematic and objective evaluation efforts heads the list of recommendations offered at the conclusion of this review. Other specific recommendations are given relative to migrant children, migrant education in the United States, and migrant education in Pennsylvania.

107. Mattera, Gloria, and Eric M. Steel. *Exemplary Programs for Migrant Children*. University Park, New Mexico: New Mexico State University, 1974.

The purpose of this report was to describe exemplary programs for migrant students. The authors derived a procedure for determining which of the over 1900 programs funded through the Title I ESEA Migrant Amendment were exemplary. The procedure included a consideration of comprehensiveness of service to the migrant population; information and feedback received from the Title I migrant coordinators in 48 states; publications about migrant programs; telephone interviews with national, regional, and state leaders in the field; onsite visitations; and program uniqueness. The programs are divided into 1) national, interstate, state and local programs and 2) special services.

108. McDonald, Thomas F., and Earl Moody. "A Basic Communication Project for Migrant Children," *Reading Teacher*, 24 (October 1970), 29-32.

This report shares experiences in Migrant Child Education Programs in Arizona. The authors present a detailed overview of the project discussing the objectives, design, curriculum organization, teacher behavioral changes, and evaluation techniques.

The authors conclude that refinements are needed but that "the need for the migrant child to acquire facility in standard English and build self-concept is much greater than the obstacles that are encountered in initiating change."

109. *Migrant Education Evaluation Report 1977-1978. Title I ESEA*. Idaho State Department of Education, 1978.

This report details the number of students (8,700) who participated in Idaho's 1978 migrant education program. The report is broken down into various areas, including the number of students attending the 33 school districts, the average grade level gain in reading and math skills (1.5 GL), the summer program, the two migrant education resource centers, and the parent advisory council. Statistics are available on each area of Idaho's migrant education programs.

110. O'Hara, J. G. "Legal Protection for Farm Children," *New Generation*, 54 (1972), 24-28.

This article is essentially concerned with legislation introduced by the author. The bill was intended to ban child labor in agriculture and, as introduced, labeled such labor by children below sixteen as "oppressive." Excepted were children between the ages of fourteen and sixteen where it was deemed by the Secretary of Labor that such labor was not a danger to the child's health and safety and not an impediment to the child's education.

The article discussed arguments placed by those in favor as well as those in opposition to the bill. This work represents a continuing controversy with no definitive answers at the time the article went to press.

111 *Oklahoma Title I Migrant Education Handbook, 1979*. Oklahoma City: Oklahoma Department of Education, 1979.

This handbook contains information related to migrant education programs and is designed to assist local educational agency (LEA) administrators in determining the feasibility of such programs in their districts. It focuses on the planning, implementation, and evaluation of migrant projects, giving a broad overview of the projects in Oklahoma and across the nation.

112. Oliver, Barbara (Ed.). *Migrant Education: North Carolina Evaluation Report*. Raleigh, North Carolina: State Department of Public Instruction, Division of Compensatory Education, October 1975.

North Carolina migrant program priorities are detailed in this report. The 60 projects served 9,685 migrant children in a year-long (academic year and summer) program. The summer program emphasized interstate migrant needs and provided instructional and supportive services.

113. *Oversight Hearings on Migrant Education Programs*. Washington, D.C.: Congress, House Committee on Education and Labor, 1976.

This report documents the hearings held in Washington, D.C. on November 11 and December 5, 1975 before the subcommittee on Agricultural Labor of the Committee on Education and Labor. The committee heard testimony on: 1) the administration and organizational structure of programs with the United States Office of Education (USOE) designed primarily to enhance educational opportunities for children of migrant and seasonal farmers; and 2) the Federal Government's responsibility and role in the area of migrant education.

The witnesses appearing before the committee included representatives from USOE's Bureau of School System, Office of Compensatory Educational Programs, and Division of Educa-

tion for the Disadvantaged; directors and coordinators from California, Washington, Michigan, Pennsylvania, and Florida; and representatives from the National Education Association's Migrant Project.

114. Park, Jeanne (Ed.), *Winners, All! 41 Outstanding Education Projects that Help Disadvantaged Children*. Washington, D.C.: Office of Education, 1978.

Listed are 41 projects funded under Title I, validated as exemplary and worthy of duplication by the Department of Health, Education and Welfare, Education Division. Included in the descriptions are the scope, general philosophy, and activities of each program. Subject areas include reading, language arts, mathematics, individualized instruction, and bilingual and migrant education.

115. Park, Jeanne. "Children Who Follow the Sun," *Today's Education*, 65 (1976), 53-56.

The article begins with a summation of the many problems of migrant children and then discusses Title I of the Elementary and Secondary Education Act (ESEA) as it was amended to include special educational needs of children of migratory agricultural workers and fishermen. The discussion includes program funding, education programs, the Migrant Student Record Transfer System (MSRTS), programs designed to visit and work in the migrant camps, and the future of the migrant programs to serve the families that stop their migrations.

The author concludes that programs will benefit migrant children only with interstate cooperation.

116. Randall, David W. *Secondary Credit Exchange, ESEA Title I Migrant: Program Description*. Olympia, Washington: Office of the State Superintendent of Public Instruction, Migrant Education Program, 1977.

This report describes how to set up a Secondary Credit Exchange Program. The program allows migrant students following the crops (with their families) from Texas to Washington to keep up with their education by attending night classes. Aspects of the program discussed in this document include funding, curricula, materials, staffing, facilities, locating and recruiting of students, preparing for the students, school sessions, closing the terms, and recordkeeping.

Four goals cited were: 1) to recruit secondary migrant students who have been attending high schools in other states or other areas of Washington who would not otherwise enroll in school; 2) to enroll these students in alternative afternoon or

evening classes; 3) to correlate students' high school schedules with those of their home base schools; and 4) to transfer students' high school credits to their home base schools.

Parental involvement in this program is strongly encouraged. The importance of the program is evident, since migrant students have one of the highest dropout rates of any group of high school students.

117. *Resources in Migrant Education*. Geneseo, New York: State University of New York, Migrant Center, 1977.

This booklet is divided into five sections: 1) State Reports, 2) New York State Bureau of Migrant Education, 3) National Farmworkers Information Clearinghouse (NFIC), 4) Educational Resources Information Center/Clearinghouse on Rural Education and Small Schools (ERIC/CRESS), and 5) Miscellaneous. These resources contain information which may be helpful in enhancing program continuity, aiding referral to other state programs, and identifying research sources.

118. Richardson, Laura. "A First, Maybe Last, Chance for College-Bound Migrants," *Change*, 9 (December 1977), 13-16.

The author discusses The College Assistance Migrant Program (CAMP). This federally funded program provides children of migrant and seasonal farm workers with the financial, academic, and psychological resources they need to compete with traditional middle-class students.

The problems with the program and its future outlook are discussed.

119. Ridgway, John, Melissa Stevenson, and Rita Daly. "Parental Involvement in the Migrant Education Program," briefing materials prepared for the Executive Deputy Commissioner for Educational Programs, October 1979.

Statutory and regulatory requirements concerning parental involvement in migrant education programs are presented and discussed. Other highlights include: the evolution of statutory and regulatory requirements for parental involvement; state efforts in parental involvement; issues in parental involvement; reasons for parental involvement; and suggestions for how local projects can involve parents.

120. Savard, William G. *Title I, ESEA Oregon Migrant Education Program Regular Term 1975-1976, Educational Impact Report*, January 1977.

This report provides an overview of the Oregon Migrant Education Program serving 4,677 children. Included are eight area

reports, providing detailed information by school on each component, and six area reports on the summer programs.

Also included are the area's migration patterns, budget totals, and sites and grades served.

121. Seriale, J. K., and others. "We're Off to See the Wizard," *A Report from Mohawk Valley School, Summer School Migrant Program, K-7*, February 1976.

The purpose of this program was twofold: 1) to provide situations in which children could escape their normal roles by becoming characters in a play and 2) to increase vocabulary, comprehension, and self-expression communication skills. The "Wizard of Oz" was used as the basis of the program. Details concerning the operation of the program are given in the report.

122. Skinner, J. "*The Somerton Story: Teaching Spanish Surname Children*," paper presented at the International Reading Association Convention, 1970.

This paper describes a summer school project geared to bringing about positive changes in the educational experience of the migrant child. An extensive teacher development program was initiated which posited the key principle that the teacher as a trained professional made a difference in the educational process. In addition, the project was based on the premise that since the migrant child's language, as well as social patterns, were different from mainstream America, and since such differences were common to 85 percent of the Somerton School, the school—and not the child—would have to be changed. School policies and practices were ferreted out and, to effect the intended change, new programs were implemented through specialized graduate courses. Teachers attended the courses and taught in the summer program where the pupil-teacher ratio was small.

Because it correlated language and reading programs with content areas, the unit approach was used. Flexible grouping based on reading levels and/or interest was used. Beginning readers were introduced to the language experience approach. Teachers were trained in diagnostic skills. There was continuity between teacher education and classroom practices since the director of the summer school also taught the graduate courses.

The heart of the entire educational program revolved around the English as a Second Language (ESL) program which was school structured but also used published materials.

Included were programs such as home economics, shop, physical education, art, and music—all designed to expand children's everyday experiences, to aid in vocabulary development, and to help children develop positive self-images.

123. Stockburger, Cassandra. "Children and Farm Labor," *New Generation*, 54 (Summer 1972), 12-18.

The author relates the history of child labor laws and legislation. She then proposes the elimination of agricultural child labor, relating her reasons to health, education, and economic consequences. She concludes with a plea for the United States to see the problems of child labor and to prohibit all children from work in agriculture at any time.

124. Stockburger, Cassandra. *The Impact of Interstate Programs on Continuity in Migrant Education*. Las Cruces, New Mexico: Education Resources Information Center, New Mexico State University, February 1980.

The author states that the millions of dollars that have been spent to provide continuity in migrant children's education have focused primarily on the development and administration of an interstate record transfer system. Secondary focus has been on staff development, teacher exchanges, curriculum development, and interstate credit exchange.

The purpose of this paper is to report on and examine these efforts in order to provide continuity in migrant children's education.

Stockburger examines the nature of the present efforts and reviews the development of the concept of continuity through the literature. She describes a cross section of programs which she sees as representative of interstate programs which have set continuity as their primary purpose.

125. *Summer Education Program for the Children of Migrant Workers in North Dakota*. Bismark,North Dakota: State Department of Public Instruction, 1976.

This report details the summer program in ten migrant centers in North Dakota which served a total of 2,500 migrant children. The program included a basic remedial program, an enrichment program, Spanish cultural awareness, and a remedial-needs program. Also provided were nurseries, health services, meals, instruction in nutrition, preventive medicine, and prenatal care.

126. Thompson, Tad. *Fill Swings—Feed Minds: Report of the Fiscal Year 1975 Program for the Education of Children of Migrant Farm Workers in New York State*. Albany, New York: State Department of Education, Bureau of Migrant Education, State University of New York at Albany, 1975.

This report describes a variety of migrant programs conducted by state, local, and private agencies and organizations in New York during 1975. Educational goals of the programs generally

included the improvement of skills in reading, arithmetic, and bilingual education. Other aims of the programs for migrant children were the improvement of nutrition and health, better recreational activities, and the development of positive self-concept. Inservice education was stressed for teachers and other staff members who worked with migrant children.

127. Thompson, Tad. *Migrant Education. Report of the Fiscal 1976 Program for the Education of Children of Migrant Farm Workers in New York State*. Albany, New York: State Department of Education, Bureau of Migrant Education, November 1976.

The Migrant Education Program in New York State attempted to improve skills in reading, math, and bilingual education; to improve health and nutrition; to provide recreational activities; and to improve self-concept. A thorough individual needs assessment was emphasized by the program which provided tutorial instruction, summer school, school supplemental programs, health education, and bilingual education to migrant children during the 1975-1976 fiscal year.

128. *Title I Migrant Program: Final Evaluation Report, 1976-1977*. Austin, Texas: Independent School District, Office of Research and Evaluation, June 30, 1977.

The final evaluation of the Title I Elementary and Secondary Education Act Migrant Program in Austin served to: 1) define the population served and identify needs; 2) determine how the program was being implemented; and 3) determine if the program met the objectives.

The findings are reported in question and answer form and include data from parents, teachers, and administrators.

129. *Title I ESEA: Educational Programs that Work: Basic Skills in Reading, Mathematics, and Early Childhood*. Washington, D.C.: United States Office of Education, Department of Health, Education and Welfare, 1978.

This source book provides brief descriptions of exemplary Title I ESEA programs that have been approved for dissemination. Included are seven programs relating directly to migrant education. The format includes a description of the program, its claims, implementation requirements, financial requirements, services available, and the name of a contact person.

130. *Title I Migrant Education Program. Education Briefing Paper*. Washington, D.C.: Bureau of Elementary and Secondary Education, Division of Compensatory Education, 1975.

This paper provides a very general overview of the educational problems facing over one million children of migrant families. Legislative and programing efforts growing out of the amended Title 1 of the Elementary and Secondary Education Act (November 1966) are reviewed in detail showing how funds for educational services have increased from approximately 10 million dollars in fiscal year 1967 to 92 million dollars in fiscal year 1975.

A description of the Migrant Student Record Transfer System (MSRTS) is offered as an example of significant change and progress at the national level with examples of innovative and creative state programs in Florida, California, and New Jersey.

131. United States Department of Labor. *Migrant and Seasonal Farm Worker Programs*. Washington, D.C.: Employment and Training Administration, 1977.

This booklet attempts to explain how the Department of Labor carried out the Congressional mandate enacted in the Comprehensive Employment and Training Act (CFTA) of 1973 (Title III, Section 303). Under this title, two broad objectives were pursued: 1) to offer the workers alternatives to agricultural labor and 2) to improve the living standards of those who remained in the agricultural labor market.

Estimates for 1976 showed that approximately 245,000 individuals were served by the program. At least 16,000 farm workers entered skilled trades. The 218,400 farm workers and their families who chose to remain in agriculture were provided with support services in counseling, basic education, child care, nutrition, and medical and dental care.

The booklet's question/answer format, simple charts, and related glossary present facts and figures in readable form. Although no actual reference is made to *reading skills*, the information is pertinent to the teacher of migrant children as it clearly shows that given aid and training, migrants can improve the quality and productivity of their lifestyles.

132. Walker, Joyce N. "Schools Catch Up to the Migrant," *Compact*, 11 (Spring 1977), 20-21.

A portion of this report describes an innovative program for migratory children in Montana. This federally funded program is a six-week summer program which provides education for more than 1,400 migrant children in eleven Montana schools in nine communities in the croplands of the Yellowstone River.

The author suggests that coordination is one of the most important features of the administration of migrant education.

She recommends that migrant education have a national administration because 750,000 migrants in fishing and agricultural industries crisscross the country each year.

133. *Wednesday's Children*. New York: National Committee on the Education of Migrant Children, 1971.
This report is the result of an investigation conducted by the National Committee on the Education of Migrant Children and funded by the Ford Foundation. The purpose of the study was to monitor migrant programs and to assess whether they were meeting the children's needs—in an effort to improve educational opportunities for migrant children. This report adds to a growing list of accounts of failures of such programs. According to this study, migrant children are, indeed, *Wednesday's Children* or *the children of woe*.

134. Wheelock, Warren, H. *Resource Units: Primary K-3, Intermediate 4-6*. Arizona: Migrant Child Institute, Summer 1978.
The work, prepared by the Arizona Migrant Teacher Institute, describes a training program on the implementation of an individualized instruction program. It is divided into two parts: Part 1 explains what a learning center is and then describes the process of beginning and evaluating the center. Part 2 consists of six complete resource units, with each unit containing goals, objectives, motivational activities, work projects, pre and post-unit evaluation measures, and a unit-concluding activity.

135. Youngblood, Robert E. "Children of the Road," *North Carolina Education*, 9 (January 1979), 14-15, 32.
The author briefly describes the migrant programs in North Carolina. The funding for the programs is discussed as are assessment supportive services, coordination with Title I, the MSRTS, and the abilities of migrant children. Youngblood concludes by suggesting that all people concerned with migrant education unite in a cooperative effort to bring educational and personal opportunities to migrant children.

Bibliographies

136. *Migrant Education, A Bibliography of ERIC Abstracts, Supplement No. 8.* University Park: New Mexico State University, Eric Clearinghouse on Rural Education and Small Schools, January 1978.

This bibliography contains citations and abstracts which appeared in *Resources in Education* from January 1977 through October 1977, and cites journal articles from *Current Index to Journals in Education* from January 1977 through October 1977. The work includes resource materials, research findings, and developments in migrant education.

137. *Preschool Education: An Annotated Bibliography, 1971-1977.* Strasbourg, France: Council of Europe, Committee for General and Technical Education, January 1978.

This bibliography consists of reports on the Council of Europe symposiums on preschool education and summaries of papers related to the symposiums. Topics covered are: links between preschool and primary education; teacher education; preschool education for migrant children; the compensatory role of preschool education; cooperation among parents; preschool, personnel, and the community; and preschool education in sparsely populated areas.

138. Regan, Lynda. *Annotated Bibliography: Educational Opportunity Programs, Supplement No. 2.* Albany, New York: State Department of Education, 1974.

This work was compiled for teachers, administrators, school personnel, and others concerned with implementing an educational opportunity program. Emphasis is on materials covering reading, mathematics, and bilingual education. "Migrant Education" is one of the twenty sections contained in the bibliography.

139. Tuttle, Lester E., and Dennis A. Hooker. *An Annotated Bibliography of Migrant-Related Materials*, Third Edition. Washington, D.C.: Department of Health, Education and Welfare, July 1969.

This bibliography contains over 800 entries on instructional and reference materials applicable to migratory children and youth. Content areas include health, curriculum materials, guidance, occupational, and supplementary information. The materials are coded by content area, form, interest level/reading level, and availability.

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